

Protestant schools came to Wasatch County about 1883, and were welcomed because of the shortage of teachers in the valley. In fact, Latter-day Saint officials even helped the teachers become situated in the valley, realizing the cultural influence many of them would exert in the area.

The Congregationalists and Methodists were most influential in the Wasatch area. The first school was established by the New West Educational Commission, one of the societies of the Congregational Church. Known as the New West School, it was located on the corner of 1st North and 2nd East. Miss Angie L. Steele was the first teacher and she soon had more than 40 pupils. Some of the teachers, Miss Steele, Jennie Clafin, a Miss Shepherd, a Mrs. Rand, Miss Shute, Miss Crosbie, Miss Lester and Miss Stoner, to mention only a few, are still remembered affectionately and favorably by some of the older valley residents. When Miss Shute died she willed a considerable sum of money to the Wasatch County Library.

The Methodists opened a church and a school on the corner of Center Street and 1st West, a site which is now occupied by the Second-Fifth Ward Chapel of the LDS Church. Miss Eila Young was an early teacher in this Methodist School. The big issue of the day then was prohibition, and she took every opportunity to promote it.

Most of the teachers were single women from the East and were very well educated. They brought a cultural and intellectual influence into the frontier country that contributed greatly in refining the communities in which they lived.

Early educational efforts by the LDS Church were centered largely in the Wasatch Stake Academy which was established in Heber City.

In July, 1888, Wilford Woodruff, President of the Church, wrote a letter of instructions to President Abram Hatch of Wasatch Stake concerning the establishment of a stake board of education and the beginning of a stake academy.

With his counselors, President Hatch chose eight men, one from each of the wards of the stake, to serve on the board of education. They immediately formulated plans for the construction of a school building.

However, school work began before the building was completed. At a meeting of the board on August 2, 1889, Enoch Jorgensen was appointed principal of the Academy. He held his first classes in the back room of the Stake Tabernacle. Other Academy locations included the upper story of the Courthouse, the old Relief Society building on the northeast corner of the Tithing Office Block, the old "Social Hall," and upstairs in the rock building housing Carter's Store. The Carter's Store had also housed the Congregational School for a period.

When Mr. Jorgensen was appointed principal the board determined that the academic year would be divided into four terms beginning September 9, 1889. The terms would continue through June 27. Tuition was set at \$4 a term, paid in advance. Those who came from commu-

sional teachers were Henry F. Young, Richard Greer, George Clark and his wife, and Enoch Jorgensen.

Books were scarce in the early days, and so one book was often shared by several pupils. Progress in the schools was measured by the readers used—first, second, third and up to the sixth reader, which was the highest used. Completion of this marked the end of school instruction.

The Holy Bible was one of the most common books used. Others included "McGuffey's Reader and Writer," "Wilson Readers," "National Readers," "The Pacific Coast Readers and Spellers," "Ray's Third Arithmetic," and "Watson's Complete Speller."

Around the year 1887 the one-room schools and the numerous independent districts were deemed ineffective and laws were passed making it possible to consolidate school areas. This permitted larger schools and a more complete curriculum.

With consolidation came the organization of public schools on a county basis and the election of Attewall Wootton Sr., as first county superintendent. He had been a successful teacher in Midway schools and was very popular throughout the valley.

By 1890 he had district schools functioning in all the communities, though teachers were still hard to find. Salaries were poor and those who taught had to supplement their incomes with outside work. The only certification required of the teachers was approval by Supt. Wootton.

Education was the total life of Attewall Wootton Sr. and those who came under his powerful influence were changed for the better. His own sons and many of those whom he taught later became teachers and leaders in Wasatch County as well as in many other areas.

Mr. Wootton's educational policies are still respected today and his career of 40 years of devoted educational service will stand as a tribute to him always.



HENRY M. AIRD

First principal of graded schools in Wasatch County—1892

By 1892 the theory of graded schools was being implemented in the valley and Henry Aird became the first principal of a graded school in the county. The Heber Central School, as it was known, came about through

Principal Enoch Jorgensen
of Wasatch Stake Academy
4 Miss ²⁵⁵⁶ Nelson—instructor



nities outside Heber were offered good board and lodging with private families for \$2.50 to \$3.00 per week.

Mr. Jorgensen taught the intermediate subjects, while a Miss Nelson was appointed instructor of the preparatory grade. This preparatory work did not begin until the second term.

Those enrolled in the intermediate grade had a wide selection of subjects from which to choose. Basic instruction, of course, was in the principles of the Gospel. Also offered were reading, grammar, composition, arithmetic, geography, penmanship, orthography or spelling, analytical and perspective drawing, bookkeeping, vocal music, United States history, algebra, physiology, and ladies' work, presumed to be homemaking courses.

The versatility of Mr. Jorgensen can be surmised from the class schedules, since he taught all the classes as well as being principal. Students, however, were limited to a total of eight subjects, lest they should overwork, as undoubtedly their principal did.

The religious instruction was considered a most important part of the training. In his letter to President Hatch President Woodruff had indicated that "religious training is almost excluded from the district schools. The study of books that we value as Divine is forbidden."

Having been taught that the glory of God is intelligence, and that men cannot be saved "in ignorance," the Church leaders realized the importance of providing instruction in all areas of knowledge.

Thus in the Wasatch Academy, heavy emphasis was placed on theological subjects. Students were graded according to age, the Priesthood they held and previous training in religious subjects. School days were opened and closed with singing and prayer. There were daily recitations of scripture or other religious thoughts, and special Church services held each Wednesday. On Monday evenings after school, Mr. Jorgensen held a general review of the previous week's theology lessons. Also, once a week a Priesthood meeting was held to acquaint those who held the Priesthood with its organization and duties.

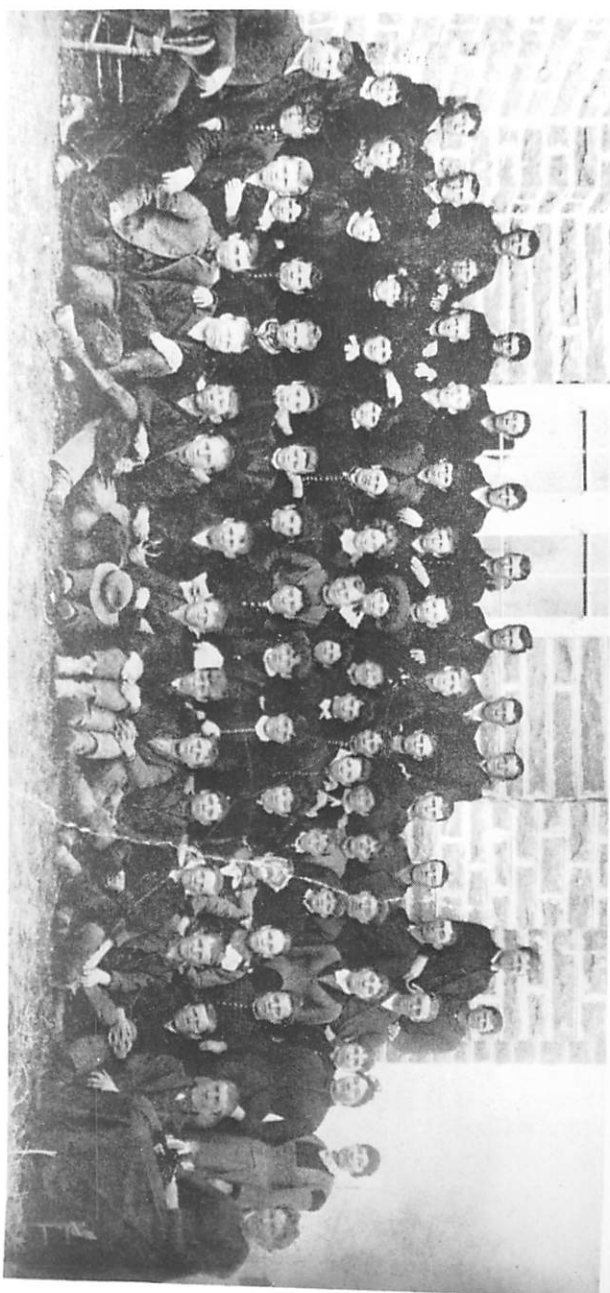
In addition, the strict moral standards of the Church were required of those attending. There was to be no profanity or obscenity, tobacco or strong drink, no visiting of taverns or games of chance.

By the end of the first term Mr. Jorgensen had enrolled 36 students and this number grew to 126 by February 18, 1890.

School work at the Academy continued successfully enough that the district schools provided elementary education only and left the secondary education to the Academy.

One of the first steps toward a public high school began in the school year of 1898-99 when J. Reuben Clark, Jr., of Grantsville, Tooele County, came to Wasatch County to teach high school subjects. The young teacher, who later became a high government official, ambassador to Mexico and then a member of the First Presidency of the LDS Church,

Enoch →
Jorgenson

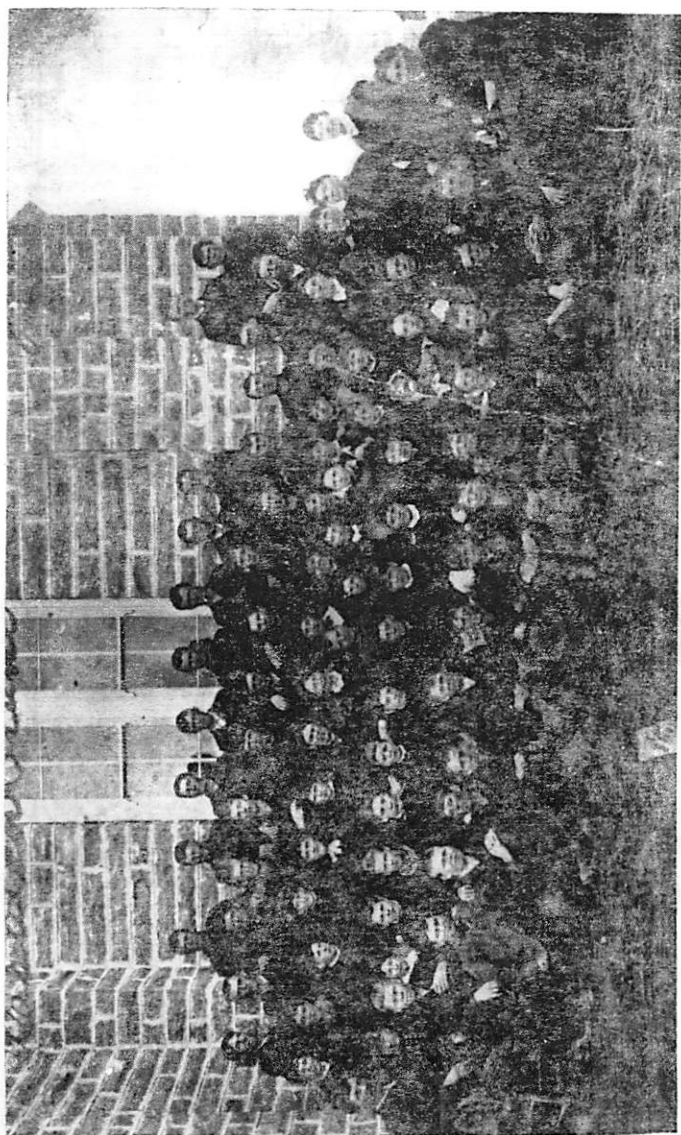


76 students
in this
picture.

Persons on the Wasatch Stake Academy picture—opposite page—Back row, left to right, William Baird, Charles Ohlweiler, John Fortie, Robert Lindsay, William Coleman, Hugh C. Coleman, George Wootton, Alma Van Wagoner, William Cummings and Tate.
Second Row: Charles Cluff, Joseph A. Murdock, Frank Murdock, John Bond, David McDonald, Edwin Martin, Charles Rhodes, William T. Wootton, Frederick Hicken, Joseph Lindsay, Frederick Crook, Brigham Murdock, John Wootton and William H. Lindsay.
Third Row: Eva Cluff, Lodema Robertson, Sarah Wing, Mary Baum, Clary Murdock, Lucy Bagley, Opha Alexander, Violet Ryan, Susie Ryan, Bertha Jorgenson, Matilda Smith, Agnes Turner, Mary Jeffs, Emma Lind, Rachel Emma Hicken, Sarah Giles, Sarah Gliner and Maria Christensen.
Small group between the Third and Fourth Rows: Annie Anderson, Lizzie Moulton, Matilda Allison, Minnie Cummings, Elizabeth Moulton and Nellie Moulton.
Fourth Row: Lanie Anderson, Emma Jeffs, Sarah Giles, Jean McMillan, Rhoda Hicken, May Duke, Esther Carroll, Elfreda Jaspersen, Euphenia Duke, Minnie Lindsay, Florinda Cummings, Lucretia Moulton, Margie Moulton and Jane Wing.
Front Row: Enoch Jorgenson, teacher; Roy Murdock, Hyrum Nicol, William C. Lindsay, James L. Lindsay, Joseph Peterson, George Alexander, Orson Moulton, Moroni Moulton, Brigham Young, Henry Moulton, William Moulton, Taylor Goodwin, Charles Hicken, John Nelson and Miss Nelson, assistant teacher. *H BMM p 83*

Miss
Nelson
son

HOW BEAUTIFUL UPON THE MOUNTA



A class at the Wasatch Stake Academy before the turn of the Century.
(see opposite page for identification of persons)

Wasatch Stake Academy
Teachers

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List of: WASATCH STAKE ACADEMY TEACHERS

| Names: | | HBUM | FGS | Pict. | Hist. |
|-----------------|--|------|-----|-------|-------|
| Enoch Jorgensen | | | | | |
| Miss Nelson | | | | | |